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ABSTRACT

The problem of this study was to identify the cause of the physical and emotional problems encountered by older women who have returned to work after a prolonged absence. Such information, it was believed, would be valuable to business and educational institutions in retraining or updating prospective secretarial employees. Data for the study were gathered by a mail questionnaire sent to older women currently working for 17 business firms in the Salt Lake-Ogden-Provo market area. Several conclusions were formulated as a result of the findings. Among these conclusions were that (1) Family obligations and age are the causes of most emotional anxiety for older women returning to secretarial employment, (2) Lack of proficiency in the technical skills is an area of major concern to older women, and (3) A workshop or similar review course in the secretarial skills is desirable to enable older women to return to work in secretarial positions. One recommendation is that schools on the postsecondary level develop and initiate programs for the retraining of older women in the secretarial skills. (Author)

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FINAL REPORT

Project No. 6-3046
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CHAPTER I

THE PROBLEM DEFINED

Introduction

The need for adequately educated and competently trained office workers in the United States has been apparent for the past decade. The number of clerical jobs and the need for clerical workers has steadily increased since the beginning of the Twentieth Century and continues to increase more rapidly than the work force as a whole.

Available positions for secretaries and typists increased by 70 per cent during the 1950's--more than three times faster than all other clerical employees during the same period. The shortage of office workers with shorthand competency has persisted for many years and is becoming more acute. The first annual Manpower Report of the President indicated that the shortage of stenographers and other well-trained office workers with typing skills will persist for some time.[1]

Tonne noted that two out of three clerical employees are women who work for a few years and then terminate to marry and raise a family.[2] While this gives rise to a constantly changing employment market in the clerical field, it also represents a loss to an already

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[1]U. S. Department of Labor, Manpower Report of the President (Washington, D. C.: Government Printing Office, 1963,) p. 31.

[2]Herbert A. Tonne, "Will Office Automation Eliminate the Need for the Clerical Training Course?", The Journal of Business Education, XXXIV (April, 1959), p. 280-81.

short supply of adequately trained employees in the office skill area. These women also represent a potentially large source of trained employees which can be used at some future time.

The tendency for women to return to work in their later years is reflected in the rising average age of women workers. Schmidt reports that in 1920 the average age of the female employee was twenty-eight; in 1940, it was thirty-two, and today it is over forty. Approximately one-half of all women forty-five to fifty-four years of age are employed.[3]

Despite this tendency, a need exists for office workers trained in the secretarial skills to alleviate the current shortage. Women who are already trained but not presently employed are one of the largest sources of prospective manpower currently available. But what obstacles exist for the women returning to the office? Will it be necessary for them to update their technical skills because of advances made in equipment and technology during their absences from the office? Would a short, concentrated workshop session make the transition less difficult? Will these women find the competition with more youthful employees an emotional stumbling block? This study was designed to provide the answers to the following questions concerning the older woman who returned to work after a prolonged absence:

1. What was the educational background of the respondents when they first began working full-time as a secretary or stenographer? What were their duties when they were first employed? To what extent did they use shorthand, typewriting and other technical skills?

2. What are the duties of the respondents in their present position? To what extent do they use shorthand, typewriting and other technical office skills?

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[3]Audrey Schmidt, "Times Have Changed," Today's Secretary, LXVIII (October, 1965), p. 44.

3. What additional classes or courses have these women taken in their technical skill area since initially leaving school to help them gain employment?

4. Which facet of employment presented the greatest obstacles to the respondents when they returned to work: a) technical skill, b) emotional stress, or c) physical exertion?

5. Would a concentrated workshop or seminar-type course have been helpful before returning to work? Would the respondents have taken such a course if it had been available?

Statement of the Problem

This was a study of the causes of the physical and emotional problems encountered by older women who returned to secretarial employment after a prolonged absence.

Delimitations of the Study

1. This study was delimited to women presently age 35 or older whose initial positions were in the secretarial areas and who are currently working in secretarial positions.

2. Only those women whose initial and present employment required competency in shorthand and typewriting were considered.

3. This study was delimited in geographical area to the respondents currently employed by business organizations in the Ogden-Salt Lake-Provo market area.

4. Only women who have had a ten-year continuous period of unemployment from the secretarial field were considered.

5. Only business organizations employing a minimum of 15 secretaries or stenographers were considered in compilation of the mailing list.

Limitations of the Study

1. The scope of this study was limited to business organizations employing a minimum of 15 secretaries or stenographers within the defined geographical area. Therefore, it is not known if the results of this study would be applicable to businesses who employ less than 15 secretaries or stenographers.

2. Inasmuch as the actual population of women fitting the delimitations is not known, this study of necessity will be a descriptive study of the women in the defined area. As a result, it is not known whether the study is representative of all older women in secretarial positions in Utah.

3. Since some of these women may have worked in their present position for an extended period of time and still meet the delimitations of the study, it is not known how accurately and realistically they remembered the problems they encountered when first returning to work after the prolonged absence.

Need for the Study

According to the monthly bulletin "Utah Labor Supply," the demand for qualified secretarial personnel in Utah, as in other areas throughout the United States, continues to increase.[4] Business educators in Utah are faced with the challenge of training individuals to meet this need, but are unable to train a sufficient number of competent secretaries and stenographers to satisfy the demand.

In 1969, the Department of Labor analyzed the nation's manpower needs through 1975, and listed those occupations in which unusual growth

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[4]Utah Labor Supply, Bulletin of Utah Department of Employment Security, Salt Lake City, Utah, May 15-June 14, 1970.

was expected. According to this list, 175,000 secretaries will be needed each year for the six-year period.[5] Inasmuch as it will be impossible to train this number of new secretaries in educational institutions, another source of supply must be found.

The older woman who has previously been trained and who could be quickly retrained and utilized is an obvious manpower source. President Johnson once said, "The under utilization of American women continues to be the most tragic and senseless waste of this century."[6] Limited training programs could be implemented to retrain prospective returnees. However, before business educators can devise courses necessary to retrain or prepare these women for the business world today, the following questions must be answered:

1. What kind of training will be needed? How much training will be needed?

2. Will formal schooling be required or would on-the-job training be adequate?

3. Will the emotional aspects of returning to work present a problem, and, if so, how can this be alleviated? Would an orientation program eliminate some of the tensions created by a new job?

4. Would a testing program be beneficial so that a woman could determine her typewriting and shorthand proficiency before applying for a position?

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[5]"Growth Occupations," Parade Magazine, July 6, 1969, p. 15.

[6]National Manpower Council, Work in the Lives of Married Women (New York: Columbia University Press, 1958), p. 71, (Hereinafter referred to as Married Women.)

In addition, the older woman contemplating a return to work has her own questions that need answers. How can the married woman in her middle or late thirties who begins to have some free time prepare herself for a return to work? How much of her knowledge of office procedures would have been forgotten or become obsolete in the intervening years? Would technical skills she once possessed have suffered from lack of use? Would she have lost her ability to meet the demands of a job? Would she have difficulty keeping a schedule set by others? Although the older woman knows that with some retraining she can bring her secretarial skills back to an acceptable level, she may still question whether she would be able to tolerate the routine aspects of the job.[7]

Aside from two limited studies by the Bureau of Labor Statistics, little research has been conducted in this area, and consequently, little information is available concerning the actual employment experiences of older women.[8]

There is an evident need for a series of broadly based factual studies of experience in employing older women--of the problems involved in selecting, placing, and utilizing them and of ways in which these problems have been dealt with in actual practice. Such studies should be focused largely, though not necessarily exclusively, on business, industrial, and governmental organizations which have employed the older woman in significant numbers over an extended period of years in a variety of capacities.[9]

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[7]National Manpower Council, Womanpower (New York: Columbia University Press, 1957), p. 314.

[8]National Manpower Council, Married Women, p. 71.

[9]Ibid.

The findings of such a study would be of great interest and value to employers, public and private employment agencies, and other organizations concerned with manpower shortages in the years ahead.

Definitions of Terms Used

Older woman.--A female who is presently thirty-five years of age or older.

Stenographer.--An employed person who writes and transcribes shorthand. She may also perform other general office duties such as filing and answering the telephone.

Secretary.--An experienced stenographer who does work of a confidential nature and is able to act for her employer in matters not requiring his presence. She may direct the work of other clerical or stenographic employees.

Secretarial positions.-- Office positions which require the knowledge of shorthand and typewriting. Examples of office positions would be clerk-stenographer, executive secretary, secretary, and stenographer.

Initial position.--The first full-time stenographic position held by the respondent following her full-time enrollment in school.

Present position.--The position currently held by the respondent.

Prolonged absence.--A period of ten or more continuous years of unemployment in the secretarial or stenographic field.

Ogden-Salt Lake-Provo market area.--Cities in Utah located on the Wasatch Front with Brigham City as the northern boundary and Nephi as the southern boundary.

Technical office skills.--The specialized proficiencies of an office employee learned in a school situation. Common office skills are the ability to operate a typewriter at a prescribed speed, write shorthand and transcribe it with a high degree of accuracy, and operate other office machines including the dictating machine and calculating machines.

Emotional factors.--The feelings, experiences, or mental conditions that cause strong generalized sensations such as anger, excitement, worry, fear, and frustration. These emotional factors may be work oriented or due to personal circumstances and conditions.

Physical factors.--The working conditions that could cause stress or strain for the employee. Examples of physical working conditions would be light, space, noise, equipment, etc.

Organization of Chapters

Chapter II will survey the information contained in the literature concerning the older woman in the secretarial work force. Chapter III will outline the procedures used in conducting the survey for this study and the method used in tabulating the information received from the respondents. An analysis of the findings obtained from the questionnaire is found in Chapter IV, and Chapter V will summarize the findings and list the conclusions and recommendations.

CHAPTER II

RELATED LITERATURE

Introduction

Despite the continued shortage of skilled clerical employees, relatively few employers have hired the older woman for secretarial work. Yet it appears there would be advantages to utilizing the older, mature woman in the secretarial area on a full-time or part-time basis.

This chapter will survey the situation of the older woman relative to the clerical work force. The following topics will be discussed: (1) the older woman in secretarial occupations, (2) employment problems of the older woman, (3) employment solutions for the returnee, and (4) education and retraining for the older woman.

The Older Woman in Secretarial Occupations

Universities, colleges, business schools, and high schools are training an increasingly large number of young women each year to fill the vacancies in the secretarial field; but each year the number trained is insufficient to meet the demand. Millions of women are needed in the work force each year to fill vacant secretarial positions. The National Manpower Council has said:

> In view of the prospective tightness of manpower, therefore, it may be expected that many employers who have not previously employed older women will need to do so in the years ahead and will be seeking ways of utilizing them effectively.[10]

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[10]National Manpower Council, Married Women, p. 65.

It was stated in Womanpower that

> It also seems clear that the more effective utilization of womanpower will require employers to reexamine their positions involving the hiring, training, and promotion of women workers. High levels of employment, employer concern with turnover problems, and the changing age characteristics of women workers --quite apart from other considerations--warrant such undertaking.[11]

Employers have realized for some time that the number of persons trained for secretarial positions each year is insufficient to meet the demand. McInturff stated that business and industry are turning to the older woman who resigned from her job to get married and have asked her to return to secretarial work.[12]

While older women have always worked in some occupations, few found employment in secretarial occupations until recently. Evidence that a few companies are beginning to hire the older woman in clerical positions was found in this statement:

> Since 1950, there has been considerable change in the occupations entered by older women returning to work. Relatively few entered clerical employment prior to 1950, but this field has since become the most important, accounting for 30 per cent of the increase in employment between 1950 and 1955 among women aged 30 and 40 in 1950.[13]

An increasing number of women are discovering that a second career is not only possible but that it brings new meaning and satisfaction to the mature years of life. Women not only are having fewer children, but they are younger when their youngest child starts school.

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[11]National Manpower Council, Womanpower, p. 252.

[12]Paul E. McInturff, "Meet the Needs of Adult Education . . . Especially the Returning Secretary," The Journal of Business Education, XLII (December, 1966), p. 97. (Hereinafter referred to as "Returning Secretary.")

[13]National Manpower Council, Womanpower, p. 249.

Schmidt has stated that ". . . the role of woman in our country's labor force, the pattern of women's employment, and the characteristics of women workers has taken on a new look."[14] There is a rising tendency for women to return to work in later years. According to a National Secretaries Association Committee report:

> There is an increasing tendency for women to return to the labor force after their family responsibilities have lessened. The number of working women between ages 35 and 44 more than doubled between 1940 and 1965, and the number of those between 55 and 64 tripled.[15]

Those companies and employers who have employed the older woman in secretarial positions have found her capable, serious, mature, responsible and productive. She has been successful in nearly all of her endeavors. According to Weingarten, "there is a need for mature, responsible workers who are able to assume responsibility."[16]

Winter also states:

> We have found that the older woman worker is more serious about her productivity than the younger, and will make every effort to maintain the standards of the business. Being serious and quite often dependent upon the job, the mature or older woman worker will seek additional training and thus improve her abilities to stay on top.[17]

The older married working woman has been referred to by the National Manpower Council as part of the "secondary labor force." It has been stated that the secondary labor force differs from the primary breadwinner, either male or female, in their labor force behavior. The

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[14]Schmidt, "Times Have Changed," p. 44.

[15]National Secretaries Association Committee Report, "Going Back to Work . . . The In Thing To Do," The Secretary, XXIX, No. 5 (May, 1969), p. 14. (Hereinafter referred to as "Going Back to Work.")

[16]Jaala Weingarten, "Secretaries--1967 Style," Duns Review, LXXXIX (March, 1967), p. 46.

[17]Elmer L. Winter, Women at Work (New York: Simon and Schuster, 1967), p. 92.

National Manpower Council states: "Once they (the secondary labor force workers) have found a satisfactory job they will usually remain in it for an extended period."[18]

Concerning the older secretary returning to employment, Keyserling said:

> Mature women over the age of 35 are especially worth investment in training. They are seriously committed to their work with greater initiative and judgment as well as with less supervision than younger workers. Their performance and safety record are equal or superior to those of younger people and they are far less apt to change jobs.[19]

Employers have found the older woman working in the clerical area to be efficient, dependable, skilled, and serious about her work. If her skill has been well learned, maturity and dependability more than balance any imagined disadvantage of age that employers find.[20] Wallen has stated: "Don't be afraid to hire an older woman; learning ability doesn't drop off much with age."[21]

The older woman is an obvious source of womanpower to alleviate the current shortage in the secretarial skills. One author believes that it will be necessary to utilize the older woman in substantially larger numbers in the future if requirements for manpower in the skilled office areas are to be met.[22]

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[18]National Manpower Council, Married Women, p. 69.

[19]Mary Dublin Keyserling, "Women--A Neglected Personnel Resource," Management Review, LVII (June, 1968), p. 63-64.

[20]Barbara Powell O'Neill, Careers for Women After Marriage and Children (New York: The MacMillan Company, 1965), p. 1. (Hereinafter referred to as "Careers for Women.")

[21]Richard W. Wallen, "Hiring the Right Secretary," Supervisory Management, IX (November, 1964), p. 28.

[22]National Manpower Council, Married Women, p. 66.

Employment Problems of the Older Woman

The older woman returning to work in occupations requiring secretarial skills will be confronted with problems and disadvantages which must be acknowledged if she is to become a successful, well-adjusted member of the work force. These problems include: (1) indecision, (2) job availability, (3) age, and (4) education or retraining.

Indecision

When a woman considers returning to work, she must make some preliminary decisions concerning her future employment. She may not be certain of the type of work she would prefer or the type of work for which she is qualified, so one decision will concern the nature of employment she should consider. The work she did when she was younger may not satisfy her now. Those years spent out of the labor force may have altered her interests and developed new talents. One author feels:

> She may not be aware of her real interests or talents and how they can be satisfied in the world of work with which she has had little contact during the years of being out of the labor force.[23]

A need will exist for the older woman to understand some basic truths about herself including what her goals and ambitions are, often for the first time in her life. As a 1969 committee report stated:

> It is surprising, but I find that many women in their 40s and 50s are no closer to understanding where they fit in than when they were 16 and 17. It's like starting over. It is starting over.[24]

Anne Cronin, director of the Seven College Vocational Workshop in New York, states:

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[23]National Manpower Council, Womanpower, p. 319.

[24]National Secretaries Association Committee Report, "Going Back to Work," p. 14.

> Indecision is the most natural thing in the world for a woman who married soon after college without any idea of a career, expecting to be the happiest person in the world, and wakes up fifteen years later realizing she needs to find something else to do.[25]

Indecision as to whether to return to the labor force, and if she does, what type of employment she should seek are real problems for the older woman.

Job availability

Another problem which must be faced by the older woman concerns the type of job she will be able to obtain. According to the National Manpower Council:

> Women entering or reentering the job market often encounter difficulties in finding challenging jobs. If they desire to work, many people have little choice but to accept jobs which offer little satisfaction and are below their skill level. Their difficulty in obtaining higher level jobs is often increased by their lack of recent experience. The education and training they received years before is likely to be inadequate and out-of-date in relation to current employment requirements.[26]

Women who are members of the "secondary labor force"--those who do not provide the primary support for the family--are likely to become dissatisfied if their jobs are not challenging. One employer stated:

> One of the major problems in hiring older women as beginners is that they often become dissatisfied because their lack of skills forces them to work at less interesting jobs. However, when older women with previous experience return to work, employers usually find that their old skills, though rusty, are of value.[27]

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[25]O'Neill, Careers for Women, p. 5.

[26]U. S. Department of Labor, Manpower Report of the President, (Washington, D. C.: Government Printing Office, 1967), p. 137.

[27]National Manpower Council, Womanpower, p. 231.

Absence from the labor force for a considerable period means that the older woman will lack seniority, and thus be given a low ranking job. According to the National Labor Council:

> Discontinuity in work creates problems for the older woman who returns to employment. In many cases, the worker's position is closely governed by formal or informal systems of seniority, and a new employee starts out in one of the lowest ranking jobs. . . . . Consequently, many older women who return to work may not achieve status and pay according to their skills.[28]

The older woman may not wish to return to work on a full-time basis. However, jobs requiring only part-time employment are scarce in most fields, particularly in the secretarial skills areas.

Availability of a job that will be interesting, challenging, and satisfying will be a problem for the returnee.

Age

Age will be a problem for the older woman returning to work due to the hiring practices of some employers. As the Women's Bureau of the U. S. Department of Labor stated:

> The age limitations on hiring older women are more in evidence in office work than in other occupational categories--median age of women clerical and kindred workers was only 31, as compared with 38 for sales and professional workers, and 40 for nondomestic service workers.[29]

A survey of hiring practices in relation to age, conducted by Personnel Management Abstracts, indicated that

> . . . upper age limits on hiring were still quite widespread in the business world. Approximately half of the respondent companies reported having formal age limits for all positions

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[28]National Manpower Council, Womanpower, p. 231.

[29]U. S. Department of Labor, Bulletin of the Women's Bureau No. 248, Older Women as Office Workers (Washington, D. C.: Government Printing Office, 1953), p. 49.

> customarily filled by women--secretaries, stenographers, typists, bookkeepers, receptionists, etc.--and nearly four-fifths of these specified 50 years or less as the top admissible age.[30]

Age should not be a discriminating factor for the qualified returnee. Alice K. Leopold, a Labor Department administrator, has said:

> Aptitudes and abilities, not anniversaries should be the criteria in employment. The returning secretary who is willing to learn new methods and who brings with her the old reliability has little trouble reentering the labor force today.[31]

Despite this, however,age limitations are often problems for the older woman returning to work in the secretarial skills area.

Education and retraining

Many women who desire to return to work in secretarial and stenographic employment will find it necessary to return to school for retraining or additional education. If a woman is not trained for a specific position, employers are hesitant to provide the training for her. As the National Manpower Council states:

> Many employers state that they do not want to employ women for some jobs because they are likely to quit after an investment has been made in their training. It is significant that in two of the most important occupations for women--clerical work and teaching--new workers must have acquired their basic skills before starting to work and employers provide little additional training.[32]

The education and training she received years before is likely to be inadequate and out-of-date in relation to current employment requirements. The National Manpower Council stated:

> If she (the returnee) had a college education or if she worked for a few years after leaving school, much of her knowledge may have slipped from her in the intervening years.

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[30] Personnel Management Abstracts, Winter Issue, 1957, p. 1-2.

[31] National Secretaries Association Committee Report, "There've Been Some Changes Made," The Secretary, XXIX, No. 5 (May, 1969), p. 16.

[32] National Manpower Council, Womanpower, p. 231.

> Such specific skills as she once posessed may have suffered from disuse. Having been out of the labor market for many years, she may have lost the assurance she once had about her ability to meet the demands of a job.[33]

Concerning education for the older woman, O'Neill stated:

> Many women, even those who are college educated, fail to realize when considering a return to work in their thirties or forties that they must have a specific marketable skill to offer. If they do not have secretarial skills, or do not want to acquire or use such skills, professional education is often the only alternative.[34]

The woman returning to work after an absence of ten or more years will find new office equipment and a change in office methods. According to a 1969 article:

> The secretary who returns to work after ten or fifteen years away from the office finds many changes in both office equipment and office procedures--from photocopiers and postage meters to the use of new letter styles and temporary office workers.[35]

The need for retraining because of inadequate or rusty secretarial skills is a problem that must be considered by the prospective returnee. She will have to decide if it is necessary to update herself in skills and procedures, and how such updating can be most readily accomplished if it is necessary.

The older woman will have to cope with these and other problems before she will be able to reestablish herself in the secretarial labor market. But if she anticipated these problems, the returnee will be better prepared to contend with the difficulties, and, as a result, will be more adept at finding solutions to her problems.

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[33] Ibid., p. 318.

[34] O'Neill, Careers for Women, p. 2.

[35] National Secretaries Association Committee Report, "There've Been Some Changes Made," p. 16.

Employment Solutions for the Returnee

The older woman contemplating a return to work in the secretarial skills should be cognizant of some of the suggested solutions presented in the literature for the problems of (1) indecision, (2) job availability, (3) age, and (4) education or retraining.

Indecision

Before the older woman returns to work, she must make three decisions: (1) Is she really interested in going back to work? (2) What kind of job would she prefer? and (3) What type of work is she qualified for? She should have a motive to impel her to seek employment. A woman should be going to work for something--not merely to avoid something else. The reason that motivates a woman to seek employment should be real, intense, and strong, and should have purpose. O'Neill says:

> To balance or overcome the personal conflicts and the physical difficulties that are likely to occur, such a woman must be strongly motivated. The motivation may be a real need for additional income, an unfulfilled ambition or a desire to use intelligence or talent in a meaningful way--but it must be a positive motivation, not merely frustration and dissatisfaction with life as it is, or a need to fill up idle time.[36]

An introduction to the current world of work would benefit most returning clerical employees. An insight into the possible openings that would be available by further training and the skills needed in the present secretarial labor market would be beneficial. Such an overview would enable the older woman to eliminate some of her anxieties before she returned to work; it would assist her in deciding what she would like to do and if she really wanted to return. Any information that can be provided

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[36]O'Neill, Careers for Women, p. 5.

for the older woman contemplating a return to the secretarial labor market will enable her to find a solution to the problem of indecision.

Job availability

A 1969 committee of the National Secretaries Association reported that consideration should be given to the possibility of establishing a counseling service for women who are considering reentering the business world.[37] Such a service would be a practical solution for the problem of job availability for the older woman returning to work in the secretarial skills area. A counseling service would be able to guide the returnee in her search for the kind of work she is qualified to do and to the kind of work she would like to do.

Another solution is temporary work. One returnee suggests, "Temporary work would be an excellent way to reenter the work force."[38] It would be especially advantageous for the housewife who isn't ready to work full-time. A series of temporary assignments would expose the older woman to a wide range of equipment and procedures. She would become acquainted with businesses which might not have existed while she was previously in the labor force.

While other solutions probably exist for the problem of job availability, the above are the only suggestions provided by a review of the literature.

Age

A woman returning to work in the secretarial skills should not be unduly concerned about her age. The Information Center on the Mature

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[37]National Secretaries Committee Report, "Going Back to Work," p. 15.

[38]National Secretaries Committee Report, "There've Been Some Changes Made," p. 16.

Woman says that middle-aged women whose children are grown are often preferred in clerical positions because "they generally have usable skills, or can be trained easily, and they are responsible and strongly motivated to work."[39]

The National Association of Manufacturers in a pamphlet of "Do's and Don'ts for Mature Job Seekers said that older women should not apologize for their age.[40] The older woman should realize that her maturity, dependability, past experience and training more than compensate for her age.

Age does not greatly influence a person's ability to learn. Wallen stated: "Don't be afraid to hire an older woman; learning ability doesn't drop off much with age."[41]

A survey conducted by the 3M Company found that the "perfect secretary" is usually between 35 and 45 years old, is married and has grown children. "She has all the necessary secretarial skills, and is dedicated to helping her boss get ahead."[42] This description could fit the returnee to the secretarial field.

As a solution to the problem of age, the older woman should consider that her age may be an asset, not a liability. Some employers prefer the older woman because of her maturity, dependability, and past experience.

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[39]National Secretaries Association Committee Report, "Going Back to Work," p. 15.

[40]Ibid.

[41]Wallen, "Hiring the Right Secretary," p. 50.

[42]"Wanted--Perfect Secretary," Administrative Management, XXVI (December, 1965), p. 12.

Education and retraining

How can the married woman in her middle or late 30's who begins to gain a little free time prepare herself for a return to work? The training and education the older woman received years before is likely to be inadequate and out-of-date in relation to current employment requirements. McInturff expressed these opinions on the need for adult education and retraining:

> Let us think only of the woman who has been a secretary and is returning to the business world to accept a similar secretarial position. Chances are that she has become somewhat rusty in typing and especially rusty in taking shorthand and in transcribing her notes. Usually she has three alternatives in refreshing her skills and they are: self-review, adult education classes and classes at institutions of higher education. Needless to say, the last two are the preferred ones.[43]

McInturff continues by stating that these women know what kind of course they need, but seldom find it--they need a good refresher course.[44]

It is important that the older woman considering a return to work be aware of the changes that have occurred in secretarial methods and office equipment. It may be necessary for her to undergo short periods of formal school attendance in order to update herself to obtain a desired position. The secretary must remember that acquiring skills initially is not sufficient. Such skills must be maintained through continuous practice or through a refresher course.[45]

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[43]McInturff, "Returning Secretary," p. 97.

[44]Ibid.

[45]Ellen Jones, "Tomorrow's Secretaries and Machine Transcription," Business Education World, LXVII, No. 6 (February, 1967), p. 22.

It may be necessary for the older woman to update herself in office skills before her return to work. Self-review, refresher courses or a general workshop in secretarial skills and office procedures are ways in which such upgrading can be accomplished.

Education and Retraining for the Older Woman

While older women have returned to work and are currently occupying secretarial positions, little has been done to provide retraining and education in new technology and methodology to make them more productive. As Smuts stated:

> Little attention has been paid to the educational and training needs of women who come back to work after a long interval as full-time housewives.[46]

In a National Manpower Council conference concerning work in the lives of married women, the general feeling of the council was that the existing facilities available for education and retraining of adults have thus far been inadequate to meet the requirements of older women returning to the labor market.[47]

As a National Secretaries Association Committee Report stated: "It is unfortunate for the secretarial profession that many employers have had to hire under-qualified secretaries and office workers."[48]

Kaltenborn has attested to the need for educational programs and facilities for retraining the older woman:

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[46]Robert W. Smuts, Women and Work in America (New York: Columbia University Press, 1959), p. 11.

[47]National Manpower Council, Married Women, p. 49.

[48]National Secretaries Association Committee Report, "Going Back to Work," p. 15.

> Despite the fact that relatively few older women are employed in offices at the present time, there are many opportunities to utilize them in office occupations. These possibilities stem mainly from the fact that many older women now actually or potentially in the labor market were stenographers, secretaries, bookkeepers, or other types of skilled office workers prior to marriage. Many of them have been out of the labor market for a comparatively long period--usually from marriage until their children have entered high school, or later. However, most of them still retain the basic elements of their skills, although frequently these skills have become rusty from long disuse.
>
> A number of companies have adopted the practice of employing such ex-clerical workers and, after giving them refresher training, of reassigning them to their former occupations.[49]

The older woman who has been out of the labor market for many years may need retraining in skills and logic to make her productive and successful in her new job. Such vocational guidance would assist her in gaining the self-confidence she needs when returning to work. These programs would help retrain women who desire to work in the secretarial area. Swarth says "the increasing enrollment in adult vocational courses attests to this great need for retraining the potential reservoir of labor."[50]

According to the National Manpower Council:

> As more and more mature women have returned to the work force, the extent to which opportunities for education and training is available to adults constitutes a significant factor in manpower development.[51]

Present Educational Programs

The recent growth of educational programs and facilities geared to the needs of adults has contributed to the strength of the older secretary returning to employment. Blackstone said:

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[49]National Manpower Council, Married Women, p. 49.

[50]Lillian Swarth, "Profile of the Adult Female Student and Retraining," The Balance Sheet, LI, No. 2 (October, 1969), p. 61.

[51]National Manpower Council, Married Women, p. 39-40.

> Our manpower shortage makes it essential that schools now offer programs for adults, too, to give them initial, refresher or up-grading training for all levels of office activity.[52]

A growing number of colleges and universities are designing continuing education programs primarily for these women. These programs include special courses in clerical skills, general orientation workshops in secretarial procedures, flexible scheduling for special classes, and educational and employment counseling. A few typical programs offered are described below.

"Opportunities Workshop" is a pilot program originating in the Bucks County Community College in Newton, Pennsylvania, under the direction of Hantjis for the training and retraining of older women in the secretarial skills. Hantjis stated that "the response to the workshop was excellent and there is a waiting list for each one."[53]

"Seminar for Secretaries" was started during the summer of 1967 under the direction of McInturff at Southern Illinois University, Carbondale, Illinois. Forty-five secretaries were enrolled in the first seminar and about 85 the second year. McInturff said: "I think that this shows a definite need for such a program."[54]

As a part of their regular curriculum, Queensborough Community College offered business classes especially for the older woman who planned to return to work. Courses for the returnee were also taught through the community's adult education program. Many of these classes

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[52]Bruce I. Blackstone, "Education for Office Occupations," The Balance Sheet, XLII, No. 6 (February, 1961), p. 245.

[53]Correspondence from Arlene P. Hantjis, Bucks County Community College, Newtown, Pennsylvania, May 9, 1969.

[54]Correspondence from Paul E. McInturff, John A. Logan College, Herrin, Illinois, May 16, 1969.

were taught by Swarth who felt that there is a real need for business courses in the adult education program.[55]

A program sponsored by the Altrusa International Service Club in the Elmira-Corning area of New York provided for the training and retraining of older women in clerical skills. This program utilized the facilities of Elmira College. According to Wakin the results of the program were unbelievably successful. All the women who were available to work were placed in clerical positions, and many decided to acquire more education.[56]

It is evident from these examples that successful results can be obtained in the retraining of older women in the clerical skills. A small group can, with available facilities, carry on an essential training program for which there is a definite need.

Federal programs

Federal programs that have benefited the older woman returning to secretarial employment include the 1962 Manpower Development and Training Act, the 1963 Vocational Education Act and the 1968 revision of the Vocational Education Act.

The purpose of the 1962 Manpower Development and Training Act (MDTA) was to provide unemployed persons without employable skills opportunities to obtain such skills. The program also provided vocational training for those persons currently employed whose skills needed upgrading to meet the changing employment needs. The MDTA program concentrated

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[55]Correspondence from Lillian Swarth, Nassau Community College, Garden City, New York, April 28, 1969.

[56]B. Bertha Wakin, "Retraining Woman Power," Sincerely Yours, April, 1964, p. 3.

on developing skills for specific job requirements, especially in the secretarial skills areas.[57]

The older woman who desired to return to work was eligible to qualify for this program. By upgrading her skills in typewriting and shorthand, she could obtain employment in the secretarial skills.

The social, economic and technological developments during the 1950s and 1960s necessitated the enactment of federal legislation giving government support for the current vocational education programs. In 1963, Congress passed the Vocational Education Act by an overwhelming majority. This act provided, for the first time in history, federal funds for the further development of educational programs in office occupations. The MDTA provided valuable guidance and information for the 1963 Vocational Education Act program.[58]

The 1963 Act provided programs designed to serve adults in need of retraining in the office skills areas who desired to return to the labor market. The older woman who had once been employed could enter the federally aided programs on a refresher basis.[59] Therefore, the program was ideal for the older woman who needed to upgrade her skills to gain employment in the secretarial area.

Persistent shortages of well-trained office workers demonstrated the necessity for strengthening and upgrading the program made possible by the 1963 Vocational Education Act. The Vocational Education Amendments

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[57]Calfrey C. Calhoun and Alton V. Finch, "Government Sponsored Programs," National Business Education Yearbook, No. 8 (Washington D. C.: National Business Education Association, 1970), p. 290-91.

[58]R. C. VanWagenen, "Vocational Business Education," Delta Pi Epsilon Journal, VIII, No. 1 (November, 1965), p. 13-14.

[59]National Manpower Council, Married Women, p. 50.

of 1968 included the vocational business education program and specifically listed office occupations among the wide range of occupations for which funds were available to state and local educational agencies for the development of curriculum for new and changing occupations and to coordinate improvements in existing curriculum materials.[60]

The 1969 Manpower Report of the President stated:

> By far the greatest change in vocational education enrollment in schools resulted from the addition of office education to the federally aided program. School enrollment increased from 731,000 in 1965 to 1.6 million, or 22 per cent of the total in all fields of vocational education in 1967. In addition to stenographic, secretarial and typewriting courses, there are programs in data processing, general office work, communications and personnel work.[61]

Inasmuch as adult education under the 1968 Act is not limited to persons already employed, the program fits the needs of the older woman who desires a refresher course in order to return to the labor force.

With the money available to state and local education agencies, better vocational business education programs geared to retraining the older woman in secretarial skills should materialize.

Importance of the Study

The literature has indicated that the older woman in the secretarial skills can make a contribution on a national scale. The weekly bulletin "Utah Inventory of Unfilled Job Openings,"[62] and the monthly bulletin

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[60]Calhoun and Finch, "Government Sponsored Programs," p. 286.

[61]U. S. Department of Labor, Manpower Report of the President (Washington, D. C.: Government Printing Office, 1969), p. 92.

[62]Utah Inventory of Unfilled Job Openings, Bulletin of Utah Department of Employment Security, Salt Lake City, Utah, May 11, 1970.

"Utah Labor Supply"[63] both indicate that a shortage of trained secretarial personnel exists in Utah. This study was designed to determine whether the problems and practices reviewed in the literature exist relative to the older woman in secretarial occupations in Utah.

Summary

Employers have been slow in hiring or utilizing the older woman returning to work in the secretarial field. However, the short supply of potential employees will necessitate the future utilization of this source of womanpower. Progress has already been noted in the relaxation of some hiring practices regarding the older woman.

The literature reviewed listed as major problems for the older woman returning to work (1) indecision, (2) job availability, (3) age, and (4) education and retraining. Solutions to each of these problems were explored.

The availability of special courses or classes for the older woman returnee should enable her to make a better transition into the labor force. As a result of the Vocational Education Act of 1963, and the 1968 revision, the literature has suggested that more and better facilities should become available in the vocational education areas including the secretarial field.

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[63]Utah Labor Supply, Bulletin of Utah Department of Employment Security, p. 1.

CHAPTER III

PROCEDURES USED

The procedures used in this study are discussed in four sections as follows: (1) construction of the questionnaire, (2) formation of the mailing list, (3) the survey, and (4) tabulation and analyzation of data.

Construction of the Questionnaire

In order to obtain the educational background, the total work experience, and the causes of the physical and emotional problems perceived by the respondents, an effective and informative questionnaire was needed and was prepared to fill these needs. Precision and clarity in the questionnaire were necessary for the respondent to understand each question and to make the correct response. The initial questionnaire was revised several times before it was considered to be in final form.

The questionnaire consisted of twenty-four questions, including one question asking the respondent if she would consent to a personal interview. Space for additional comments was provided at the end of the questionnaire.

The questionnaire was divided into three sections. Section I--General--asked for personal information of the respondent including her age, marital status, current employer, address, and telephone number.

Section II--Initial Employment and Education--asked for information on the extent of the respondent's business education, field of

major and minor specialization in school, and office skills necessary for the initial position.

Section III--Present Employment and Education--asked for information about the current position of the respondent. The respondent was also asked to indicate if she had returned to school for retraining prior to obtaining her current position and to specify the physical and emotional problems encountered when she returned to work.

A pre-test was conducted in April, 1969, to evaluate the readability of the questionnaire and the interpretation of the questions by the respondents. Seventeen women employed at Brigham Young University were identified as meeting the delimitations of the study. A copy of the questionnaire and a campus memorandum briefly explaining the study was sent to each of these women. Each woman was asked to study the questionnaire carefully, to answer the questions, and to provide constructive criticism which would add to the clarity of the questions. These women were also asked to suggest any additional questions which might be included in the questionnaire or to make any comments that would improve the research instrument.

Thirteen of the 17 trial questionnaires were received. After careful examination, it was decided that no major changes were necessary in the research instrument.

Inasmuch as the writer had received a research grant from the Research Coordinating Unit for Vocational and Technical Education, State of Utah, the questionnaire was submitted to that department for review in November, 1969. The questionnaire was modified to include information suggested by that division. This modification was made by combining several questions and deleting three irrelevant questions. The revised

questionnaire contained 16 questions including one question asking the respondent if she would consent to a personal interview. Space was also provided at the end of the questionnaire for additional comments. A copy of the modified questionnaire used in this study is found in Appendix A.

Formation of the Mailing List

To secure a mailing list of women meeting the delimitations of the study, personnel managers of large businesses in the Ogden-Salt Lake-Provo market area were personally contacted. In selecting the respondents, no delimitations were made with regard to the type of business; rather, it was considered desirable to obtain as broad a representation of businesses as possible to fully assess the older woman. Initial contact was made with the personnel managers of companies in retail merchandising, education, insurance, banking, manufacturing, industry, legal, medical, public utility, and government. Because the work of the secretary in the legal and medical professions was so technical, it required special training which prohibited any women meeting the delimitations of the study. No older women could be identified in the other businesses not represented in the study who met the delimitations of the study.

Personnel managers of 17 business firms and organizations and the presidents of 5 professional secretarial organizations were contacted. The study, its importance, and its implications for future manpower in the secretarial field were discussed. The help of each was sought in securing the names of women working for or belonging to the organization who might qualify within the scope of the study. The name and location of the businesses contacted and the number of names provided by each organization is found in Appendix B.

Each of the individuals contacted expressed an interest in the study. Only two of the personnel managers indicated they would have difficulty in providing names of older women secretarial employees.

None of the professional organizations contacted were able to provide names of qualified women because members of these organizations had been in the labor market almost continuously since their initial employment.

Each personnel manager contacted indicated a willingness to supply a list of women meeting the delimitations. Three months was allowed for such a compilation. After this three-month period, a follow-up letter was sent to each of the four personnel managers who had not responded. Appendix C contains a copy of the follow-up letter.

Two companies identified all female secretarial employees over age 35 who were required to use typewriting and shorthand, but these companies were unable to determine if any of these women had had a prolonged absence of ten or more years away from the secretarial field. As a result, the 429 names supplied by the two companies were included with names received from the other companies. A total of 672 names were received from 12 companies. These names comprised the mailing list for the questionnaire.

The Survey

A copy of the questionnaire and a cover letter briefly explaining the study were mailed to all names on the mailing list on January 5, 1970. Appendix D contains a copy of the cover letter. A stamped, addressed envelope was also included for the convenience of the respondents in returning the questionnaire. A total of 266 questionnaires

were returned in response to this request. Four weeks later, a follow-up letter with another copy of the questionnaire and another stamped, addressed envelope was mailed to those who had not responded. Appendix E contains a copy of this follow-up letter. A total of 391 of the 672 questionnaires were returned for a total response of 58.1 per cent. Of the number returned, 223 were disqualified because the respondents did not qualify within the delimitations of the study. Thus, a total of 168 usable questionnaires were obtained and are used as the basis for the findings of this study. The areas represented include education, industry, public utility, and government.

Tabulation and Analyzation of Data

Each question on the questionnaire was assigned a column number or a series of numbers as a field on the computer data card. For example, the identification number of each respondent was assigned to column 1 through 3, and the marital status was assigned column 4.

The information contained in each questionnaire was coded according to a predetermined numerical code to facilitate the punching and recording of the information on data cards. For example, the marital status of the respondent was coded as "1" if the respondent was single, "2" if she was married, "3" if she was a widow, and "4" if she was divorced. Each response on the questionnaire was coded numerically in a similar manner. The information was then punched on data cards.

A copy of a data card indicating the column or columns assigned to each question is included in Appendix F. The numerical code used in recording the information on the data card is also found in Appendix F.

With the assistance of the Brigham Young University Testing Service, a computer program was written for the tabulation of the data. The computer printout provided a frequency count which indicated the total number of different responses to each question. The percent of the total for each response was also given.

A statistical analysis was made of all information, and tables were constructed to present the findings in a form that could be easily interpreted. The findings in table and narrative form are found in Chapter IV.

CHAPTER IV

FINDINGS

The findings of this study were based on questionnaires mailed to 672 older women working in secretarial or stenographic positions in the Ogden-Salt Lake-Provo market area. A total of 391 or 58.1 per cent of the questionnaires were returned. From these, 168 were usable and supplied the data for the findings.

The purpose of the study was to obtain information concerning the causes of physical and emotional problems encountered by older women who returned to work in the secretarial skills area after a prolonged absence.

The tables in this chapter indicate the number and per cent of response to items contained on the research instrument.

Respondents were asked to provide certain personal information considered pertinent in the assessment of responses to the questionnaire. Personal information included age, marital status, current position as well as name, address, telephone number, and social security number. The distribution of respondents by age groups is shown on Table 1. The largest number of respondents (35%) were in the 45 to 49 age group. Seventeen per cent of the women were in the 50 to 54 age group. Only 5 per cent of the participants were over 59 years old.

Table 2, page 35, lists the marital status of the respondents. Over 81 per cent of the women were currently married. None of the participants indicated they were single.

TABLE 1

AGE GROUPS OF RESPONDENTS

Age Group	Number of Respondents	Per cent of Total Response
35 - 39	16	9.6
40 - 44	25	14.9
45 - 49	59	35.1
50 - 54	32	19.0
55 - 59	26	15.5
Over 59	9	5.4
No response	1	.6
TOTAL	168	100.0

TABLE 2

MARITAL STATUS OF RESPONDENTS

Status	Number of Respondents	Per cent of Total Response
Single	0	.0
Married	137	81.6
Divorced	15	8.9
Widow	14	8.3
No response	2	1.2
TOTAL	168	100.0

Initial Education of Respondents

Table 3 shows the educational level attended by respondents. Only 3 women, or less than 2 per cent, had not graduated from high school. Three per cent of the respondents were college graduates.

Business or technical school was attended by 36 per cent of the respondents and 43 per cent had attended college.

TABLE 3

EDUCATIONAL LEVEL ATTENDED BY RESPONDENTS

Educational Level	Number of Respondents	Per cent of Total Response
Some High School	3	1.8
High School Graduate	145	86.3
Some College	73	43.5
Business or Technical School	60	35.7
College Graduate	5	3.0
Post Graduate - College	1	.6

Each participant was asked to identify her major field of study for the highest educational level attended. Those fields of study are listed on Table 4. Seven major subject areas were named. Forty-seven per cent of the respondents listed business as their major. Secretarial courses were listed by 22 per cent of the participants. Only 29 per cent of the women did not indicate a subject major in some business area.

Each respondent was asked to indicate the number of years of formal schooling obtained in shorthand, typewriting and business related courses. Table 5, page 38,shows the responses to this request.

Forty-one per cent of the respondents enrolled in shorthand for a period of 1 to 2 years. Almost one-fourth (22%) of the respondents indicated they had completed between 2 and 3 years of shorthand. Only 7 per cent of the participants had over 3 years of formal instruction in shorthand.

TABLE 4

SUBJECT MAJOR FOR HIGHEST LEVEL OF EDUCATION ATTENDED BY RESPONDENTS

Major Subject	Number of Respondents	Per cent of Total Response
Business Education	2	1.2
College Preparatory	14	8.3
General Business	79	47.0
English	6	3.6
Home Economics	2	1.2
Music	4	2.4
Secretarial	38	22.6
Other	11	6.6
No response	12	7.1
TOTAL	168	100.0

TABLE 5

NUMBER OF YEARS OF FORMAL SCHOOLING IN BUSINESS COURSES

Number of Years	Shorthand		Typewriting		Business Related Courses	
	No.	%	No.	%	No.	%
Less than 1	42	25.0	28	16.7	72	42.9
1 - 2	69	41.0	58	34.5	36	21.4
2 - 3	37	22.0	49	29.2	14	8.3
3 - 4	9	5.4	14	18.3	7	4.2
Over 4	3	1.8	11	6.5	9	5.4
No response	8	4.8	8	4.8	30	17.9
TOTALS	168	100.0	168	100.0	168	100.0

A majority of the respondents (64%) were enrolled in typewriting for a period of 1 to 3 years. Twenty-nine per cent of the women enrolled in typewriting for a period of 2 to 3 years while 34 per cent indicated their typewriting instruction was for a period of 1 to 2 years.

Business related courses included Business English, Business Mathematics, Office Machines, Office Practice, Communications, and Accounting or Bookkeeping. Most of these courses were taken by the participants for a period of less than one year. Business related courses of less than one year were taken by 43 per cent of the respondents.

Initial Positions of Respondents

Respondents were asked to indicate the title or duties of their first full-time clerical position following full-time enrollment in school. A total of six specific positions were identified. These positions were bookkeeper, clerk, clerk-typist, general office, secretary, and stenographer. Positions which could not be categorized in one of these classifications were identified as "other office positions." Table 6 shows the initial positions of the respondents.

The position of secretary was the initial position indicated by 30 per cent of the participants. General office jobs were held by 24 per cent of the women and 30 per cent were employed as stenographers.

The year the older woman began working in her initial full-time office position is shown on Table 7, page 40. The largest percentage (37%) of respondents to this question began working between 1940 and 1944. No one participating in this study began work in a clerical position after 1954.

TABLE 6

INITIAL POSITIONS HELD BY RESPONDENTS FOLLOWING FULL-TIME ENROLLMENT IN SCHOOL

Position	Number of Respondents	Per cent of Total Response
Bookkeeper	2	1.2
Clerk	11	6.6
Clerk-Typist	21	12.5
General Office	40	23.8
Secretary	50	29.8
Stenographer	34	20.2
Other Office Positions	4	2.4
No response	6	3.6
TOTAL	168	100.0

TABLE 7

YEAR RESPONDENT EMPLOYED IN INITIAL POSITION

Year	Number	Per cent
1920-24	1	.6
1925-29	10	6.0
1930-34	19	11.3
1935-39	33	19.6
1940-44	63	37.5
1945-49	28	16.7
1950-54	7	4.2
TOTAL	168	100.0

Present Positions of Respondents

Table 8 shows the present occupational position indicated by the respondents. The job held by most respondents (72%) was secretary. Other positions listed were stenographer held by over 7 per cent of the women and clerk-stenographer representing 7 per cent of the participants.

TABLE 8

PRESENT OCCUPATIONAL POSITION OF RESPONDENTS

Position	Number of Respondents	Per cent of Total Response
Clerk-Stenographer	11	6.5
Clerk-Typist	7	4.2
Executive Secretary	9	5.4
Secretary	122	72.6
Stenographer	13	7.7
No response	6	3.6
TOTAL	168	100.0

The year the respondents were employed in their present position is shown in Table 9. During the 1965 to 1969 period, 48 per cent of the respondents returned to work. Seventy-eight per cent of the women returned to work in the ten-year period ending in 1969.

Respondents were also asked to indicate the number of years of full-time office employment. A comparison of the years worked before and after the prolonged absence is shown on Table 10.

Fifty-three per cent of the respondents worked for a period of from two to five years before their extended break in employment. Over 80 per cent of the participants have worked ten years or less in their present position, and 48% have been in their present position 5 years or

TABLE 9

YEAR RESPONDENT EMPLOYED IN PRESENT POSITION

Year	Number	Per cent
1945 - 49	1	.6
1950 - 54	7	4.2
1955 - 59	28	16.7
1960 - 64	50	29.8
1965 - 69	81	48.2
No response	1	.6
TOTAL	168	100.0

TABLE 10

NUMBER OF YEARS OF FULL-TIME OFFICE EMPLOYMENT

Number of Years	Before Prolonged Absence		After Prolonged Absence	
	Number	Per cent	Number	Per cent
1	11	6.6	13	7.7
2	24	14.3	11	6.6
3	28	16.7	21	12.5
4	20	11.9	19	11.3
5	17	10.1	16	9.5
6	12	7.4	13	7.7
7	15	8.9	8	4.8
8	9	5.4	13	7.7
9	2	1.2	9	5.4
10	11	6.6	12	7.1
11	5	3.0	6	3.6
12	5	3.0	9	5.4
13	2	1.2	6	3.6
14	1	.6	2	1.2
15	1	.6	2	1.2
16 - 20	5	3.0	7	4.2
Over 20	0	0.0	1	.6
TOTALS	168	100.0	168	100.0

less. This correlated with the information in Table 9 which indicated that 48 per cent of the participants had returned to full-time employment during the period 1965 to 1969.

The number of years of extended break in employment was indicated by respondents and is tabulated by two-year periods. This information is shown on Table 11. Over 30 per cent of the respondents indicated that they had a period of 20 to 24 years of unemployment in secretarial skills before returning to the labor market. Fifteen per cent had a break of 18 to 19 years and 13 per cent were out of the labor market for 16 or 17 years.

TABLE 11

NUMBER OF YEARS OF EXTENDED BREAK IN OFFICE EMPLOYMENT

Number of Years	Number of Respondents	Per cent of Total Response
10 - 11	31	18.2
12 - 13	15	8.9
14 - 15	14	8.3
16 - 17	22	13.1
18 - 19	25	14.9
20 - 24	47	28.1
25 - 29	10	6.0
Over 30	3	1.8
No response	1	.6
TOTAL	168	100.0

Retraining by Respondents

Respondents were asked if it was necessary to update their secretarial skills for their present employment. Fifty-four women (32%) indicated such retraining was necessary. Table 12 shows this information.

TABLE 12

RESPONSE OF RESPONDENTS CONCERNING THE NECESSITY OF UPDATING TECHNICAL SKILLS FOR PRESENT POSITION

Response	Number of Respondents	Per cent of Total Response
Yes	54	32.1
No	111	66.1
No Response	3	1.8
TOTAL	168	100.0

Courses taken by the 54 respondents for upgrading and retraining are found on Table 13, page 45. The majority of the women completed more than one class. Shorthand, taken by 72 per cent of these women, was the class taken most frequently. Typewriting was taken by 58 per cent.

Respondents were asked to indicate if they felt a general workshop or refresher course would have been helpful in preparation for their return to work. An analysis of their responses is found in Table 14. Sixty-two per cent of the women indicated they felt such a program would have been desirable and indicated they would have taken a refresher course had one been available. Seventeen per cent of the respondents were undecided about the value of a workshop.

Respondents ranked by frequency the skills used most often in their initial position and their present position. Typewriting was the skill used most frequently and shorthand ranked second for both positions. There was a slight increase from the initial position in the use of dictating machines in the present position. This information is found on Table 15,

TABLE 13

REFRESHER COURSES TAKEN BY RESPONDENTS

Course	Number of Respondents	Per cent of Total Response
Accounting	1	1.9
Business English	9	16.7
Business Mathematics	5	9.3
Office Machines	4	7.4
Office Practice	5	9.3
Shorthand	39	72.2
Stenoskill or Speedwriting	6	11.1
Typewriting	31	57.4
Other	3	5.6

TABLE 14

RESPONSE OF RESPONDENTS CONCERNING CLERICAL WORKSHOP

Response	Workshop Desirable		Would Have Taken	
	Number	Per cent	Number	Per cent
Yes	118	70.2	104	61.9
No	37	22.0	36	21.4
No Response	13	7.7	28	16.7
TOTALS	168	100.0	168	100.0

page 46. For this table, 1 indicates the lowest frequency of response and 5 is the highest frequency.

The piece of equipment that presented the greatest physical or emotional barrier for the respondents was the electric typewriter. Those

TABLE 15

CLERICAL SKILLS USED BY RESPONDENTS IN INITIAL POSITION AND PRESENT POSITION
(By Frequency of Use)

Clerical Skill	FREQUENCY OF USE IN INITIAL POSITION						FREQUENCY OF USE IN PRESENT POSITION					
	1	2	3	4	5	NR*	1	2	3	4	5	NR
Adding and Calculating Machines	51**	12	22	8	20	55	69	23	15	9	11	41
Dictating Machines	26	15	8	6	14	99	30	14	10	18	18	78
Duplicating Machines	35	16	19	6	17	75	45	21	27	18	29	28
Shorthand	20	8	22	39	67	12	38	15	32	23	49	11
Typewriting	7	1	2	4	153	1	5	0	4	2	156	1

Frequency: 1 = lowest, 5 = highest
*NR = no response
** All numbers in this table indicate the actual number of women responding.

respondents who indicated that a refresher course would have been helpful wanted instruction on electric typewriters. Reproducing equipment was of secondary concern. This information is summarized on Table 16.

TABLE 16

OFFICE EQUIPMENT CAUSING PHYSICAL AND EMOTIONAL PROBLEMS FOR RESPONDENTS
(By number of respondents)

Equipment	Physical Problems			Emotional Problems		
	Yes	No	NR*	Yes	No	NR
Dictating Machines	5	115	48	18	109	41
Electric Typewriters	27	114	27	59	94	15
Electronic Calculators	6	83	79	10	78	80
Reproducing Equipment	10	117	41	18	118	32
TOTALS	48	529	195	105	399	168

*No response

A need for income was the reason listed for returning to work by 81 per cent of the women. Table 17 identifies these reasons. Almost 23 per cent of the women indicated they returned to work because their families were grown. Other reasons listed by respondents for returning to work were divorce, children on missions, death in the family, and disabled husbands. Some participants identified more than one reason.

Physical and Emotional Problems of Respondents

Respondents were asked if they had experienced undue or unusual emotional anxiety associated with their return to work. Forty per cent

of the participants answered yes to this question. Tables 18 and 19 identify the three major causes contributing to the emotional anxiety by age groups and by length of prolonged absence from secretarial employment. Respondents could indicate more than one cause.

TABLE 17

REASONS WHY RESPONDENTS RETURNED TO WORK

Reason	Number	Per cent
Need for Income	137	81.6
Family Grown	38	22.6
Widowed	14	8.3
Divorced	13	7.4
Bored	28	16.7
Other	32	19.1

TABLE 18

CAUSES OF EMOTIONAL ANXIETY IN RETURN TO WORK
BY AGE GROUPS

Causes of Emotional Anxiety	Age Groups					
	35-39	40-44	45-49	50-54	55-59	Over 59
Age	0	12	13	4	6	1
Family Obligations	6	12	11	6	4	0
Lack of Skill	2	8	8	4	2	0
Other	0	16	10	10	4	4
TOTALS	8	48	42	24	16	5

Family obligations was the major reason for emotional anxiety in the 35 to 39 age group. Equal concern was given to age and family obligations by the 40 to 44 age group; however, other reasons were also pertinent.

Table 18 compares the causes of emotional anxiety by age groups. Other causes listed were divorce, health, electric typewriters, military office procedures, fear of the unknown, and adjusting to a demanding work schedule.

The major emotional concern for all women from age 35 through 54 was family obligations. Age was of most concern to those respondents over 55 and lack of skill was of least concern to all age groups as a factor contributing to emotional anxiety.

Table 19 shows the causes of emotional anxiety by length of the prolonged absence from the work force.

TABLE 19

CAUSES OF EMOTIONAL ANXIETY IN RETURN TO WORK
BY LENGTH OF PROLONGED ABSENCE
FROM CLERICAL EMPLOYMENT

Causes of Emotional Anxiety	Number of Years Absence							
	10-11	12-13	14-15	16-17	18-19	20-24	25-29	Over 29
Age	3	1	2	4	5	9	2	1
Family Obligations	7	3	1	5	1	10	3	0
Lack of Skill	3	0	2	2	4	6	0	1
Other	5	2	3	4	3	13	1	1
TOTALS	18	6	8	15	13	38	6	3

Age was of most concern to women who had a prolonged absence of 20 to 24 years. Family obligations was the major cause contributing to emotional anxiety for five of the eight age groups. Greatest concern was shown by the 10 to 11 year group and only those women who had an absence of 30 or more years showed no anxiety over family obligations.

Lack of skill caused no emotional anxiety for two groups--those women who had 12 to 13 years prolonged absence and those with 25 to 29 years of absence.

Respondents were asked to indicate whether technical skill, physical exertion or emotional stress caused the greatest concern when they returned to work. Tables 20 and 21 identify the three areas by age groups and length of prolonged absence from clerical employment. Respondents could indicate more than one cause.

Technical skill was the primary cause of concern to one-third of the women. Almost one-third indicated that emotional stress was an area of major concern and 11 per cent indicated that physical exertion was a problem area. Women in the 45 to 49 age group were most concerned of

TABLE 20

CAUSE OF MOST CONCERN TO RESPONDENTS UPON RETURNING TO WORK BY AGE GROUPS

Cause of Concern	Age Groups					
	35-39	40-44	45-49	50-54	55-59	Over 59
Technical Skill	5	9	17	12	12	2
Physical Exertion	2	3	4	4	4	4
Emotional Stress	5	8	19	8	7	3

all groups over both technical skill and emotional stress. Anxiety over physical exertion was about the same throughout all age groups. Table 20 identifies the causes of concern by age groups.

Table 21 shows the causes of greatest concern to the older woman by length of her prolonged absence from clerical employment. Technical skill was a primary concern to the woman with 10 to 11 years absence and to respondents who had a prolonged absence of 18 to 24 years.

TABLE 21

CAUSE OF GREATEST CONCERN TO RESPONDENTS UPON RETURNING TO WORK BY LENGTH OF PROLONGED ABSENCE FROM CLERICAL EMPLOYMENT

Causes of Concern	Number of Years Absence							
	10-11	12-13	14-15	16-17	18-19	20-24	25-29	Over 29
Technical Skill	10	4	6	5	10	17	4	1
Physical Exertion	3	1	0	4	8	5	3	1
Emotional Stress	9	7	4	9	5	15	1	0
TOTALS	22	12	10	18	23	37	8	2

Emotional stress was of particular concern to those women who had been out of the labor market between 20 and 24 years. Physical exertion was not a major concern for any group of respondents but was mentioned most often by women in the 18 to 19 year group.

Comments by Respondents

The questionnaire completed by the respondents provided space for any additional comments the older women might desire to make regarding problems they had encountered when they returned to work. Many participants commented on age, the need for refresher courses or workshops, and acceptance in the work force.

A majority of the comments were directed at the need for refresher courses. One respondent said, "the evening classes I took helped me regain my skills and increase my speed in type and shorthand." Another stated:

> I found it impossible to find a refresher course in shorthand to meet my needs. I finally took three classes in shorthand at the same time - one beginning, one in beginning dictation and transcription, and one 120 word dictation class. After two weeks, I dropped the beginning one. I do feel that a class involving dictation with a review of the forms is absolutely essential for one who has been away from it as long as I had.

A secretary commented, "I didn't feel I was extremely rusty with the exception of the new typewriters and dictating equipment." A participant who has been working four years since she returned stated:

> I believe that if most women would anticipate their shortcomings after a prolonged absence from work and would take a short concentrated general workshop or refresher course, they would be better prepared to return to work.

Another stated simply, "Refresher course, please." One woman who had taken a refresher course commented, "After a short brush-up course on shorthand and office policies, I had no trouble at all." A secretary who has been working several years in her present position stated that she would still be interested in taking classes for improvement in skills and personal development, and another respondent commented

that she would presently like to attend a workshop and improve her skills.

Respondents found the transition from manual to electric typewriters difficult. One woman stated that "switching from manual to electric typewriters was a main hurdle to overcome." Another commented:

> Shorthand was a problem after not having used it for so many years. Typewriting was no problem as long as I used a manual typewriter; however, it was very difficult to get used to the touch of the electric typewriter which I had to use.

Commenting on the changes in procedures, one woman stated:

> It was interesting to compare different procedures and equipment during my 12 year "layoff" while I was raising my children. I experienced a lot of interesting changes. Pleasant ones.

Age was a second area of comment. One respondent wrote:

> For the most part, I felt I was better accepted and that it seemed easier for an older woman to find employment now than it was when I was considering going back to work about eight years ago and went out looking for employment.

Another respondent stated that she found her maturity in dealing with people compensated for the difficulty she had in updating her technical skills. A secretary commented that "many employers prefer older ladies because they seem to be more dependable, especially if their skills are still good.

A government worker stated,"I did not realize there was a need for older women in the secretarial field until I applied for civil service." Another participant commented, "At Hill AFB, to my surprise, I find that employers prefer older women employees."

Not all respondents had these experiences, however. One woman stated that in many positions she applied for, her age was a barrier. Another commented:

> It is very difficult to return to work after a long absence primarily due to the fact you feel your age is against you and perhaps they want younger better looking girls regardless of ability. I found this to be true in interviews I had, that the minute they noted how long it had been since you worked it made a difference. They immediately seemed to think you incapable of doing the job.

A final comment stressed the need for the returnee to know where employment might be available and mentioned the need for employment counseling for the older woman. The respondent stated:

> I believe after 50 your age is against you opportunity-wise for top jobs. In talking with many women I found they were concerned about their jobs competing with the younger women even though older ones were more capable. If you are considering counseling women going back to work after prolonged absences, it would be well to acquaint us with employers who are interested in good work habits and not young, good looking secretaries . . . . If BYU decides to have courses or workshops in this field, I would appreciate being notified as I would be inclined to attend.

Summary of Findings

1. Eighty-three per cent of the participants stated they had participated in some form of post-high school education. Three per cent of the respondents were college graduates and less than 2 per cent of the respondents had not completed high school. Business or business-related areas were indicated by 71 per cent of the women as their subject major during their highest level of education.

2. Over one-half of the respondents worked from 2 to 5 years before their prolonged absence, and 56 per cent of the women had an extended break in employment from 16 to 24 years. Almost half (48%) of the participants were employed in their present position during the period from 1965 to 1969.

3. Some type of updating in the skills was taken by 32 per cent of the respondents before obtaining their present position. Shorthand and typewriting were the courses most often taken.

4. Typewriting and shorthand are the skills used most frequently in the current position of the participants.

5. Instruction in the use of electric typewriters prior to returning to work was listed as desirable by many respondents. Copying equipment was also listed as media in which instruction would be beneficial.

6. A majority (62%) of the respondents felt that a workshop or similar review course would have been helpful in their return to work but indicated that such workshops were not available. Respondents commented that they were unable to find the type of instruction they needed to prepare themselves for a return to the clerical work force.

7. Family obligations was listed most often as a cause of emotional anxiety by the returning woman; age was second in importance.

8. The area of concern listed most often by the returning older woman was technical skill.

9. Physical exertion was not a problem for the older woman in this study when she returned to the secretarial labor force.

10. Need for income was the reason listed by most women (81%) for returning to work; a second reason given by many women was that their family was grown.

11. A majority of the older women (78%) is currently employed in a position requiring secretarial skills.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Statement of the Problem. The problem of this study was to identify the causes of the physical and emotional problems encountered by older women who have returned to work after a prolonged absence.

The shortage of office workers with a knowledge of shorthand and typewriting has persisted for many years and indications are that the shortage of stenographers and other well-trained office workers with secretarial skills will persist for some time. Women who are already trained but not currently employed are one of the largest sources of prospective womanpower available.

This survey was made to discover information about the older woman who has returned to secretarial positions that could be used as a guide by business and educational institutions in retraining or updating prospective secretarial employees.

Procedures used. The names of older women currently in the labor force in secretarial positions were obtained from the personnel managers of 17 business firms or organizations in the Salt Lake-Ogden-Provo market area. These names comprised the mailing list for this study. A cover letter and questionnaire was mailed during January and February 1970 to each of the women on the list. A total of 391 of the questionnaires were returned and from this sample, 168 met all of the delimitations and were used as the basis for the findings of this study.

A computer program was written for compilation of the information contained on the questionnaires. The responses to each question were tabulated by total number and percentage. Additional comments provided by the respondents were recorded.

Summary of findings. From the research, the following findings are reported:

1. Some form of updating in secretarial skills was needed by 32 per cent of the respondents before their present employment.

2. Typewriting and shorthand are the clerical skills used most frequently in the current position of the respondent, and are the skills which most often need updating.

3. Instruction in the use of electric typewriters was desired by many of the older women.

4. A majority (62%) of the respondents felt that a workshop or similar review course would have been helpful in their return to work.

5. Family obligations was listed most often as a cause of emotional anxiety for the returning older woman in secretarial skills.

6. Technical skills was the area of most concern to the respondents.

7. Physical exertion was not found to be a problem for the older woman in secretarial skills.

8. A majority of the older women are currently employed in positions requiring secretarial skills.

Conclusions

Based on 168 usable questionnaires returned from older women employed in the Salt Lake-Ogden-Provo market area in secretarial skills positions, it is concluded that:

1. Updating in the clerical skills is necessary for many older women before they can productively return to work in secretarial positions. Refresher courses in typewriting and shorthand are most often needed; instruction on the electric typewriter is desirable.

2. A workshop or similar review course in the secretarial skills is desirable to enable the older woman to return to work in secretarial positions.

3. Family obligations and age are the causes of most emotional anxiety for the older woman returning to secretarial employment.

4. Lack of proficiency in the technical skills is an area of major concern to the older woman.

5. Physical exertion does not appear to be a problem for the older woman returning to secretarial employment.

6. A need for income is the most frequent reason for the older woman returning to clerical employment.

7. A majority of the older women employed in clerical occupations in the Ogden-Salt Lake-Provo market area are in responsible positions requiring secretarial skills.

Recommendations

Based upon the findings of this study, the following recommendations are made:

1. A workshop or a series of refresher courses should be developed and initiated at vocational institutions or through adult education programs for the retraining of the older women in the secretarial skills. Refresher courses should include shorthand, typewriting with emphasis on the use of electric typewriters, and office machines including copying equipment and dictating equipment.

2. Utilization of older women in secretarial positons should be encouraged by State and private employment agencies. Prospective employers should be briefed on the advantages of employing the older woman and should be encouraged to provide on-the-job training for the returnee.

3. Schools on the post-secondary level should develop and initiate programs for the retraining of older women in the secretarial skills. Refresher courses in shorthand, typewriting, office machines, office procedures, and business English should be given. Length of these courses and skill level should be geared to the needs of the students.

4. A counseling and placement service for the older woman should be initiated in employment offices to provide information concerning (a) employers who hire older women in clerical positions, (b) positions available, (c) retraining necessary for her return to work, and (d) educational facilities available for retraining.

5. The older woman should familiarize herself with the school and employment facilities within the community. She should take inventory of her secretarial skills and undergo testing if necessary to determine if retraining is necessary before applying for a position.

6. Employers who anticipate hiring the older woman in secretarial positions should adopt a program of orientation and on-the-job training to enable the older woman to quickly become productive in her new position.

7. A study should be made of employers to determine:

(a) how successful the older woman has been in her clerical position since her return to work after a prolonged absence, and

(b) in which skills the employer most often finds the older woman needs refresher training.

8. A study should be made to determine if the older woman who takes refresher courses or a workshop before seeking secretarial employment

(a) finds employment more readily and at a higher income than the woman who does not undergo upgrading in the secretarial skills, and

(b) adjusts to the work situation faster and with greater ease than the older woman who returns to work without upgrading.

9. A study should be made to determine which companies offer the best opportunities of employment and advancement for the older woman in the secretarial skills, and whether counseling is available for the older woman by employment agencies.

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APPENDIX A

QUESTIONNAIRE

SECRETARIAL EDUCATION AND EMPLOYMENT QUESTIONNAIRE

Directions: Please answer each question with all necessary information. Where so stated, check the appropriate response (s).

Part I - PERSONAL

Name _____ Marital Status: Single _____ Married _____ Widow _____ Divorced _____

Address _____ Age _____

Present Position _____ Employer _____

Social Security Number _____ Home Phone Number _____ Office Phone Number _____

Part II - INITIAL EMPLOYMENT AND EDUCATION

1. Indicate the highest level of education attained prior to full-time office employment. (Check all applicable.)

   College graduate _____ Post Graduate college work _____ Some college work _____
   Business or technical school graduate _____ High School graduate _____
   Some high school work _____

2. For the highest level of schooling attained, as checked above, what was:

   Your major field of study _____
   Your minor field of study _____

3. Indicate below the number of years of formal schooling received in the following business or office related courses. (1 quarter = 1/3 year, 1 semester = 1/2 year.)

   Shorthand (including transcription) _____ Typewriting _____ Office Related courses* _____

*Note: For this questionnaire, office related courses will include the following: accounting or bookkeeping, communications or Business English, office machines including duplicating and dictation, calculators and adding machines, Business Mathematics, and office management or office practice.

4. Rank the following skills by the frequency of use in your first full-time position. (5 = most frequently used, 1 = least frequently used, 0 = not used.)

   Adding and calculating machines _____
   Dictating machines _____
   Duplicating machines _____
   Shorthand _____
   Typewriting _____

5. Title or description of duties of the first position held after completion of schooling in question one.

   _____
   _____

6. Please fill in the dates below:

Year last attended school as a full-time student _____.
Year last attended school as a part-time student _____.
Year of first-time secretarial-stenographic position _____.
Year you left your job before extended break in employment _____.
Year you returned to part-time employment after the prolonged break _____.
Year you returned to full-time employment after the prolonged break _____.

Part III - PRESENT EMPLOYMENT AND EDUCATION

7. Total number of years of full-time office employment

Before prolonged absence _____ After prolonged absence _____.

8. Did you find it necessary to take a refresher course to update your skills to meet the vocational requirements for your present job? _____Yes _____No.

9. Would a short concentrated general workshop or refresher course have been helpful in preparing you to return to work? _____ Yes _____ No.

10. Would you have taken such a course if it had been available ? _____Yes _____No.

11. Rank the following skills by the frequency of use in your present position. (5 - most frequently used. 0 - not used.)

12. Did you find the use of any of the following new office equipment a physical or emotional barrier when you returned to work?

	Emotional	Physical
Dictating machines	_____Yes _____No	_____Yes _____ No
Electric typewriters	_____Yes _____No	_____Yes _____ No
Electronic calculators	_____Yes _____No	_____Yes _____ No
Reproducing equipment	_____Yes _____No	_____Yes _____ No

13. Why did you return to work? (Check all applicable answers.)

Need for income _____ Family grown _____ Widowed _____ Divorced _____
Bored _____ Other _____

14. Did you experience undue or unusual emotional anxiety associated with returning to work?
_____Yes _____No

If the above answer was yes, to what do you attribute this anxiety? (Please check all applicable answers.)

Age _____ Family obligations _____ Lack of skill _____ Other (specify) _____

15. Which area caused you the most concern upon returning to work? (Check one.)

Technical skill _____ Physical exertion _____ Emotional stress _____

16. Would you consent to have a personal interview by this researcher for in-depth exploration of the above question? _____Yes _____ No.

17. Please state any comments you desire concerning your returning to secretarial work after a prolonged absence.

APPENDIX B

NAMES AND LOCATIONS OF BUSINESSES CONTACTED AND NUMBER OF NAMES PROVIDED FOR MAILING LIST

Name of Company	Location	Number of Names Obtained
American Oil Company	Salt Lake City	0
Beneficial Life Insurance Company	Salt Lake City	0
Brigham Young University	Provo	17
Church Offices of the Church of Jesus Christ of Latter-day Saints	Salt Lake City	9
Elmco Corporation	Salt Lake City	0
Executive Secretaries Association	Salt Lake City	0
First Security Bank	Salt Lake City	0
Kennecott Copper Corporation	Salt Lake City	5
Legal Secretaries Association	Salt Lake City	0
Medical Secretaries Association	Salt Lake City	0
Mountain States Telephone and Telegraph Company	Salt Lake City	1
National Secretaries Association	Provo	0
National Secretaries Association	Salt Lake City	0
Provo School District	Provo	21
Salt Lake City Board of Education	Salt Lake City	58
United States Government - Hill AFB	Clearfield	160
United States Steel Company - Geneva	Orem	3
University of Utah	Salt Lake City	88
Utah County Employees	Provo	5
Utah State Employees	Salt Lake City*	269
Weber State College	Ogden	36
Z.C.M.I.	Salt Lake City	0

*The Personnel Manager for the State of Utah was contacted in Salt Lake City, but the employees were located within the designated geographical area along the Wasatch Front.

APPENDIX C

FOLLOW-UP LETTER TO PERSONNEL MANAGERS

Date

Name
Title
Company
Street Address
City, State

Dear M------:

I enjoyed meeting you on __(date)__ and discussing with you my research study which concerns the emotional and physical problems encountered by women returning to secretarial-type employment after a prolonged absence. Your comments and interest in the study was encouraging.

Your willingness to cooperate with me by providing the names of those women working at __(name of company)__ who fit the delimitations of the study is much appreciated. I hope that you have been able to access your employment files by this time and ascertain those women who could be used in the study.

At the present time, I am in the process of mailing the questionnaires, but need your list so that I can include those names which you might have. Would it be possible to receive it by _____(date)_____?

Sincerely yours,

(Mrs.) Glenna G. Lloyd

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APPENDIX D

COVER LETTER

Date

Name
Address
City, State

Dear M------:

The Business Education Department of Brigham Young University is conducting a study to determine the physical and emotional problems encountered by women returning to work after a prolonged absence, and we need your help. Your responses to the enclosed SECRETARIAL EDUCATION AND EMPLOYMENT questionnaire will give us the answers to some of the problems that women such as yourself face when they return to work. Your responses also enable us to assist these women in making a better adjustment to their employment. For this reason, you are being asked to participate in this study by completing the enclosed questionnaire.

Your cooperation is greatly needed and will be appreciated. The questionnaire will take only a few minutes to complete, and your answers will be strictly confidential. A business reply envelope, which requires no postage, is enclosed for your convenience in returning the completed questionnaire.

Please take a few minutes to complete the questionnaire and return it today.

Sincerely yours,

(Mrs.) Glenna Lloyd

GL

Enclosures

APPENDIX E

FOLLOW-UP LETTER TO MAILING LIST

Date

Name
Street Address
City, State

Dear M------:

What physical and emotional problems did you encounter as you returned to work after an absence of several years? Did you feel inadequately prepared in the technical skills because of advances made in equipment and technology since you last worked? Do you think a brief refresher course would have helped you make a better adjustment?

The answers to these and other questions are being sought in a study conducted by the Business Education Department of Brigham Young University. Your experiences are needed because you will be able to help others returning to full-time work after a prolonged absence.

Please assist us by completing the enclosed questionnaire and sending it to me in the postage-free envelope by return mail. Your cooperation will be greatly appreciated.

Sincerely yours,

GLENNA G. LLOYD

gl

Enclosures

APPENDIX F

DATA CARD AND

NUMERICAL CODE FOR QUESTIONNAIRE

Questionnaire Location	Data Card Column Number	Numerical Coding
Identification number	1-3	1 thru 392
Marital Status	4	1 = single 2 = married 3 = widow 4 = divorced
Question 1	5	1 = college graduate
	6	1 = post college graduate
	7	1 = some college
	8	1 = business or technical school
	9	1 = high school graduate
	10	1 = some high school
Question 2 major field	11	1 = general business 2 = business education 3 = secretarial 4 = college preparatory 5 = English 6 = music 7 = home economics 9 = other
minor field	12	1 = business 2 = basic college 3 = economics 4 = English 5 = home economics 6 = mathematics 7 = music 8 = accounting, bookkeeping 9 = other
Question 3		
shorthand	13-14	1 = 1/3 year, 2 = 1/2 year, 3 = 2/3 year, 4 = 1 year, 5 = 1 1/3 years, 6 = 1 1/2 years, 7 = 1 2/3 years, 8 = 2 years, 9 = 2 1/3 years, 10 = 2 1/2 years, 11 = 2 2/3 years, 12 = 3 years, 13 = 3 1/3 years, 14 = 3 1/2 years, 15 = 3 2/3 years, 16 = 4 years
typewriting	15-16	
business related courses	17-18	
Question 4	19	1 to 5, 1 = low, 5 = high
	20	1 to 5
	21	1 to 5
	22	1 to 5
	23	1 to 5

Questionnaire Location	Data Card Column Number	Numerical Coding
Question 5	24	1 = bookkeeper 2 = clerk 3 = general office 4 = secretary 5 = stenographer 6 = teacher 7 = clerk typist 9 = other
Question 6 - a	25-26	last two digits of the year listed, i.e., 1925 = 25
b	27-28	
c	29-30	
d	31-32	
e	33-34	
f	35-36	
Question 7		
before	37-38	actual number
after	39-40	actual number
Question 8	41	1 = yes, 2 = no
8 a	42-45	1 = typewriting 2 = shorthand 3 = stenotype-speedwriting 4 = office practice or secretarial practice 5 = English 6 = bookkeeping or accounting 7 = business math 8 = office machines 9 = other
Question 9	46	1 = yes, 2 = no
Question 10	47	1 = yes, 2 = no
Question 11	48	1 to 5, 1 = low, 5 = high
	49	1 to 5
	50	1 to 5
	51	1 to 5
	52	1 to 5
Question 12		
Emotional - a	53	1 = yes, 2 = no
b	54	"
c	55	"
d	56	"

Questionnaire Location	Data Card Column Number	Numerical Coding
Question 12		
Physical - a	57	1 = Yes, 2 = No
b	58	"
c	59	"
d	60	"
Question 13		
Need for income	61	1 = Yes, 2 = No
family grown	62	"
widowed	63	"
divorced	64	"
bored	65	"
other	66	"
Question 14	67	1 = Yes, 2 = No
Question 15		
age	68	1 = Yes, 2 = No
family obligations	69	"
lack of skill	70	"
other	71	"
Question 15, part 2	72	1 = technical skill 2 = physical exertion 3 = emotional stress
Question 16	73	1 = Yes, 2 = No
Age groups	74	1 = 35-39 2 = 40-44 3 = 45-49 4 = 50-54 5 = 55-59 6 = 60and over
Number of years extended break	75	1 = 10-11 2 = 12-13 3 = 14-15 4 = 16-17 5 = 18-19 6 = 20-24 7 = 25-29 8 = Over 29